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ABSTRACT

In an effort to expand the teaching of culture related to the French language, a high school French teacher undertook a project to teach francophone culture in countries other than France. The report begins with an extensive discussion and review of literature concerning the extent and diversity of the francophone world, the role of cultural education in language instruction, problems encountered in incorporating cultural instruction in French language programs, and the treatment of francophone cultures in published instructional materials. In a Catholic high school, three French classes at different proficiency levels participated throughout one semester. Instruction on francophone cultures was incorporated into each course. Data were gathered, in surveys and interviews, on students' prior knowledge about francophone countries, interest in francophone culture, and attitudes about francophone culture and its instruction. The teacher's attitudes were also recorded. The report concluded that francophone culture should be more commonly and comprehensively incorporated into French language instruction, students' interest in this content complemented language instruction, textbooks must include more information on various cultures in order to increase students' understanding of the importance of French, presentation of this content must be handled with care to avoid teaching skewed perspectives of the various cultures, and the ideal vehicle is a third-year university course. Contains 22 references. (MSE)

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Teaching French From a Francophone Perspective; The Inclusion of Francophone Countries Other Than France

A Paper Presented to

The Faculty of

The School of Education

Secondary Education

In Partial Fulfillment of the
Requirements for the Degree of

MASTER OF EDUCATION

by

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There has been a strong emphasis in foreign language teaching on culturally-based instruction since the mid-1960s. From personal experience, it seems that since the start of my learning of French in 7th grade in 1983, until the start of my teaching of it at the high school level in the fall of 1996, the teaching of French culture in the French classroom has, fortunately, increased.

As do most foreign-language teachers today, I believe that culture is not only a key to understanding foreign languages and their importance, but it is the most interesting and fun aspect of this field of study. I believe that I would have lost interest in the French language long ago if it were not for the exciting similarities and differences that one is exposed to when learning about foreign cultures. My love of learning culture about France and the French language brought me to France on three different occasions: an exchange program as a junior in high school, a semester abroad as a junior in college, and an eleven month service industry professional engagement after graduating from undergraduate university. (Lifelong friendships were nurtured from each voyage, as well as many experiences I will never forget.)

Something I realized far too late in my studies of French worried me during my last years of study. What started out as a bit of a disappointment in some of the cultural classes I took along the way, now has changed to a disappointment about how the teaching of French is

approached in pedagogical methods courses. The problem is this: Why are students exposed only to the culture of France when learning the language, and not the cultures of the other countries where French is spoken.

Though I believe that cultural instruction has changed for the better in recent years, I do also believe there is a major flaw made in teaching French in most French classes at the secondary and university level today. The teaching of culture has been primarily limited to the culture of France. The problem is that French is spoken in many other countries, and these countries, and their cultures, should be studied as well.

The following work will discuss the concept of expanding cultural learning in the French classroom to include the cultures of francophone countries. First, in part one, I will draw upon the knowledge of others in a literature review. Then, I will present a teacher research project in which I included the learning of francophone cultures in my classroom. I will discuss the thoughts my students and I had about the inclusion of francophone culture in the classroom.

PART 1

"Learning about another culture is always a worthwhile experience because it permits an individual to learn more about the world, to look at issues in a different way, and to establish a certain intellectual distance from his or her own national values" (Steele/ Suozzo, 1994, V). In this statement, Steele and Suozzo explain the importance of cultural learning; that it can be a mind-opening experience. In this way, one can develop the skills of critical thinking that are so important in today's world. They also state that, "...language and culture come together in meaning, (that) each is inadequate without the other" (Steele/ Suozzo, 1994, 2). To understand one's language, one needs to understand one's culture, and vise versa.

Since "learning about another culture" can help an individual grow in this manner, imagine what learning about several other cultures could do. The similarities and differences that one makes between his or her own culture and that of the country about which he or she is learning would not be compared to just one other country, but to several, providing an even wider perspective. Teaching francophone countries would do just that.

The cultural learning in the French classroom has traditicnally been about France only. "French has traditionally and quite naturally been taught as the language of continental France, 'L'Hexagone,' for this is

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where the language originated and where it has been spoken for the longest time and by the greatest number of people" (Ogden, 1981, 1). This is probably the main reason that cultural teaching in French classes exclusively or mainly concentrates on France. While it makes sense for students to learn about the culture of the people who were the first French speakers, the language has moved from its original area to span many diverse regions of the world.

Jessica Harris states:

> For decades, if not centuries, teaching French has been approached as an extension of the hexagone, the mother country. French, however, has what the Senegalese poet-politician Leopold Sedar Senghor calls "an international vocation" that remains unknown to many students of the language (Harris, 1989, V).

It is possible for someone learning French to go through years of language and cultural study without being exposed to any countries where French is spoken besides France. As an educator, this is a disservice to the student since it limits his or her exposure to a different and very real, widely represented French-speaking world.

A brief discussion of the francophone world is necessary to fully understand how much a student may be missing. First of all, "francophone" means the French speaking world and is a term that was invented by the 19th century geographer Onesime Reclus. Only 1/2 if the 100 million people who speak French as a primary language live in France, the rest are scattered throughout the world. The

number of French speaking people worldwide is expanding. "Demography alone would suggest a bright future for those conversant in French and familiar with French/Francophone culture" (Steele/ Suozzo, 1994, VI). In today's world market, where communication is vital, knowledge of francophone culture will be an asset. Ogden (1981) also mentions that business is conducted in French in many areas of the world outside of France (2).

French is the fourth most spoken language in the world (450 million people), preceded only by Mandarin (1.4 billion people), Hindu (900 million people) and English (800 million people) (AATF newsletter, 1996). The six major regions where French is spoken include; (1) North America, (2) the Caribbean, (3) Sub-Saharan Africa, (4) North Africa and the Near East, (5) Southeast Asia and the Pacific, and finally (6) Europe (Ogden, 1981, 1). A listing of all of the countries these regions include can be found in Appendix A . An awareness of these regions is meaningful "in order to transcend the traditional Eurocentric perspective" (AATF newsletter, 1996, 4).

Monique Bras (1977) wrote, in Le programme "La Francophonie": Une approche internationale et interdisciplinaire, that the role of the new French teacher is to present the cultures of francophone countries. A reason she gave was that the number of students choosing to take French has been decreasing, and that if the language

was taught along with many other cultures, students would find the classes more relevant.

In "Bridging High School and College Language Classes Through the Multicultural Approach: The Case of Francophone Africa," Tola Mosadomi (1993) also believes that French should be taught including the cultural perspective of francophone countries. She points out that the importance of multicultural study has been known for more than 4000 years when she writes, "...the idea of a multicultural approach to teaching foreign languages dates back to 3000 B.C. when...Titone recognized the essence of teaching foreign languages is to communicate with foreign peoples" (Mosadomi, 1993, 14). Mosadomi demonstrates her frustration in her articles as well, because even though, for thousands of years people have grasped the importance of understanding one another through the study of culture, many teachers do not recognize this essential element in their work even today (Mosadomi, 16).

The changes in the world today and the knowledge necessary for proper and appropriate communication need to be included in the classroom. "The physical and structural changes in the world today that affect our national goals and objectives at all levels of education and in all subject areas, including foreign languages, cannot be ignored" (Mosadomi, 1993, 13). The current climate in the world today is different than when people first began studying French as a foreign language. An appreciation for how

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others act, react, behave and think can be obtained through cultural study - but limiting this type of understanding to the mother country is not enough. "There is a need for a multicultural approach to language studies at all levels" (Mosadomi, 1993, 13).

Students are the ones to gain from a broader approach to learning, but educators must take the time and energy to provide it.

> We, as guardians of the educational welfare of our nation's youth, should assume some responsibility for nurturing these strengths in the development of perspective awareness... (and have the) consciousness that not everyone in the world shares the same views as Americans (Clark, 1985, 10).

This kind of awareness can be accomplished by the study of one other country, but imagine how much more seasoned a perspective students will have with cultural comprehension of other countries as well.

John Ogden (1981), in his article, "Teaching French as a Multicultural Language: The French Speaking World Outside of Europe," mentions he believes that French should be taught from a multicultural perspective "...to emphasize not just the broad geographic dispersion of the language, but the distinctive cultural traits of the regions where it is spoken" (Ogden, 1). He touches on the interdisciplinary quality of teaching French from a multi-cultural perspective in this statement. Language, geography and culture are all

woven together to give students a diverse learning situation. Mosadomi also sees this connection.

> Multicultural approach to French language teaching and learning brings a richer and culturally diverse element into the classroom and makes learning more fun...While it improves people's understanding of other cultures, it is also a faster and more economic way to learn about them (Mosadomi, 1993, 18).

By combining many aspects of learning into one, a time-saving and fun class results.

World history is another discipline that can be incorporated into the study of francophone cultures. The colonization of Africa by the French in the late 19th century, and the subsequent cultural changes that took place because of it, can be explored in the classroom. Germany, Belgium and France divided up Africa at the Berlin Conference in 1884 by drawing lines on a map (Ogden, 1981, 10). Even the history of the struggle between languages in Africa is interesting. "In all the colonial countries, the battle was rude between the maternal language and the colonial language..."(Budig-Markin/Gaasch, 1995, IX). The problems and strife of Africa today can be seen in a different light. "With guidance by a culturally mature teacher, they (students) will arrive at the understanding that these divisions are not rooted in the history of Africa, but in the history of European colonialism" (Clark, 1985, 10).

A better comprehension of what "French" itself means can be achieved through the perspective of francophone culture. French is not always spoken as it is portrayed on the cassettes that accompany textbooks. Different dialects exist worldwide, from France to Canada, from Tahiti to Haiti, etc. The varieties of French range from creolized French to standard French (Ogden, 1981, 2). (Creolized French is a form of mixed language that develops when speakers of mutual languages [in this case French and another language] remain in persistent contact.)

Ogden (1981) emphasizes that if students realize how vast and culturally diverse the francophone world is, those who may not have originally been interested in French classes may see French in a different light. He even suggests using a map of the francophone world as a recruitment device to get more students tuned into French (Ogden, 17).

Due to the vastness of the area and culture of which the francophone world consists, even the AATF (American Association of Teachers of French) states in their newsletter "Framework for Cultural Competence: The Cultural Component of Foreign Language Learning: A Common Core Applied to the French-Speaking World" (1996), that, "Teachers and students are not expected to be knowledgeable in all of these (francophone) cultures" (4). Considering the diversity of the francophone world, it is unrealistic to think that a teacher could impart all of the cultural

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knowledge of the countries to his or her students. It is even impossible to tell students about all of the cultural information concerning France. It is not impossible though to give students an awareness of the francophone world. Steele and Suozzo suggest starting with the culture of France and then expanding to include other cultures (1994, 2).

A variety of francophone cultures exist in Africa, where there are eighteen countries in which people speak French. French is an important language of communication between the peoples of the different countries. Most African languages are spoken, not written, so French is used for official governmental written documents, in schools, for external relations, and other written information. In schools, most children speak African languages at home, and only French at school.

French will most likely continue to be an important language in the country of Africa, because "to choose one African language from several in one country would risk sparking a conflict among the different tribes" (Ogden, 1981, 11). Also the number of people who speak French in Africa is increasing. "In Africa alone, some projections suggest that the number of francophones will exceed 200 million during the 21st century" (Steele/Suozzo, 1994, VI).

Though its colonies are independent today, France itself continues to have a strong presence in Africa.

> France has emerged as one of the prime movers of the north-south dialogue between the industrialized and the developing world, and France expresses its commitment to the Third World in the form of massive loans and subsidies as well as in the form of assistance through participation in international agencies (Steele/Suozzo, 1994, VI).

Teaching about francophone countries along with France can help students develop a new, holistic perspective on the role of French. "If students were suddenly to learn that the French language is spoken in Algeria, Quebec, Senegal, Haiti, Zaire, Tahiti and Belgium, among other places, a whole new perspective of the role of French would unfold" (Ogden, 1981, 2). This new perspective is important for students' knowledge today and in the future: In the Report by the President's Commission on Foreign Language and International Studies under the Carter administration, it was stated that "A nation's welfare depends in large measure on the intellectual and psychological strengths that are derived from perceptive visions of the world beyond its own boundaries" (Clark, 1985, 8). A broader view will not only help students understand the world better, but also their nation, the United States, better.

Other problems with the way culture is currently taught are mentioned in Brenda Pulliam's Article, "Teaching the Cultures of Francophone Countries to High School French Students Through Group Activites" (1992, 3). The problems include: America's lack of interest in foreign cultures, the lack of appreciation for the diversity here in America, inadequate and incorrect information in textbooks,

stereotypical judgement, and the low priority of some teachers to teach culture.

A problem with enrollment in French classes is that students do not see how they can use French. "French has become, in their eyes, it seems, the Latin of modern times, a difficult intellectual exercise, in which the practical use is not always seen" (Bras, 1977, 3). If not exposed to francophone culture, students may not realize that they can speak French in places as close as Canada and New Orleans.

Pulliam mentions that teachers are often frustrated with trying to teach culture because students show a lack of interest (1992, 20-23). She also states, "the successful integration of the teaching of culture into the proficiency-oriented foreign language program is one that deserves top priority by teachers sensitive to the needs of students to succeed in a global society in flux" (Pulliam, 1992, 23). The changes of the global society today are making it more important to have a broader perspective in place of a narrow one. "We are moving toward a more and more global world: borders are falling faster and faster, the norms of a single group are becoming less and less the examples to follow" (Kingue, 1994, 26).

Ogden (1981) lists some other reasons why students may become more interested in French through the teaching of a francophone perspective: French is used in many areas for diplomacy, the way of life in different countries can be

presented, historical aspects of countries may be taught, geography of different areas of the world can be studied.

Bras (1977) points out that "In a logical approach, the French culture should pedagogically integrate itself in the francophone culture and the French language becomes a privileged instrument of cultural dialogue" (4), thereby making French not just a tool to be used in France, but in other countries and cultures as well.

Ogden (1981) mentions an important benefit of the teaching of francophone culture when he writes, "The most important positive effect of studying French multiculturally for students is the appreciation and tremendous diversity of other cultures" (Ogden, 2).

The next area to be considered is the role of the teacher in the development of francophone culture in the French classroom and some possible reasons why francophone culture has not been concentrated on in the past. "Today, French language teachers face a 'holistic language education' problem. A dangerously inadequate interpretation of our national goal is to limit our knowledge of French language to that of the mother nation only" (Mosadomi, 1993, 13). The duty of the teacher was stated by Coombe (1990), "Educators are charged with preparing students for citizenship in the community, the nation and the world"(1).

> Given the immensity and variety of francophonie, one recoils initially from the generalization about this disparate mass of communities and countries. The degree of knowledge required to make general statements

> is clearly beyond the scope of any one scholar or even group of scholars (Steele/Suozzo, 1994, 54).

Once the true francophone world has been discovered, one realizes that it is a huge undertaking to try to cover every country and culture in a detailed manner.

Pulliam (1992) recognizes some other reasons why francophone culture has not been included in French classes as well; demands imposed on teachers by administrators in curriculum, lack of time to do the extra work necessary, low priority given by some teachers to the teaching of culture, and the lack of student initiative to self-directed study. (18) Another problem Pulliam notes associated with the lack of francophone culture taught by teachers: teachers' expressed lack of interest in teaching culture other than what is presented in the textbook and the "fear of making blunders.... and (lack of) personal interest" (19). (The textbook problem will be addressed later.) Textbooks are not the only problem with gaining information about francophone cultures. "Unfortunately, as most libraries are limited in their material on these areas of the world, questions have been limited to those that can readily be answered with minimal outside resources" (Harris, 1989, V).

Pulliam (1992) has some suggestions for combatting such problems; She recommends

> that the teacher become an avid collector of accurate cultural information and realia to be used creatively in the teaching process [and] that the teacher of foreign languages become a source of knowledge about the culture of the target language by studying the work

> of successful leaders in the field of culture and by travelling to countries where the target language is spoken (47).

This does require much extra effort on the part of the teacher, but it also is a way for more experienced teachers to avoid "burn-out" by instilling new ideas and cultural concepts in the curriculum. Mosadomi (1993, 13) and Ogden (1981, 35) both state that embassies are good places to acquire hard to find information about francophone countries. Ogden also mentions the importance of establishing contacts with native speakers and the importance of attending regional and international Francophone conferences (1).

Since there is so much that can be studied, varying materials year by year will maintain the interest of both the student and the teacher. Mosadomi writes:

> By acquiring and imparting the knowledge of the Francophone world, high school teachers broaden their own horizons as well as those of their students, and this excellent legacy of education is carried into college education and beyond (1993, 18).

Mosadomi elaborates on the effort that it takes to teach in this manner when she says that "...the inclusion of Francophone studies in a French curriculum requires a conscious effort toward establishing an increasingly diverse and inclusive curriculum" (1993, 16). Yet, the possibilities for variety can make the curriculum more attractive to prospective students.

Harris (1989) has some other general suggestions for the teacher interested in teaching francophone cultures: learn about francophone cultures and literature, understand how people use French language in many regions of the world, and appreciate the literary qualities of modern francophone prose (VI). (Literature will be discussed later in the paper). The discussion of how French is spoken differently in different parts of the world is an aspect of the language of which many students may remain unaware if not exposed to it in the francophone culture intensive classroom.

Wieczorek (1994) states the importance of the difference in language, "...linguistic and cultural aspects of additional francophone countries are necessary for a well-rounded perspective of French as a language spoken over a large area and by a diverse population" (488). Perhaps audio tapes of different French dialects are a good way of exposing students to the different sounds of French as it is spoken in different areas.

Clark (1985) reveals an essential concept to those teaching and learning about diverse cultures when she suggests one must "...adopt the point of view of the people who live in those countries and not that of the occasional visitor" (4). In that way, teachers and students alike will develop a better understanding and appreciation for cultures much different than our own.

Though it seems like a time consuming process, more and more teachers are beginning to understand the importance of

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francophone cultures. "It is worthwhile to note...that a growing proportion of high school teachers are beginning to introduce Francophone identities in their French language curricula as have a fewer number of college professors" (Mosadomi, 1993, 16).

The development of appreciation of different cultures is a main advantage of teaching culture through the francophone perspective.

> The development of open and accepting attitudes toward people who are different may precede the acquisition of simple linguistic skills and cultural knowledge, whereas superior linguistic skills and cultural knowledge may not be accompanied by very great empathy....Empathy, an informed openness toward other cultures, is an essential element of cultural competence, promoting both fruitful intercultural relations, and the development of an insightful and objective perspective on one's own culture (AATF, 1996, 2)

Obviously, the appreciation of others is a critical life skill today, and learning about several other cultures, instead of just one, in the foreign language classroom, can foster this appreciation.

The multi-cultural, francophone approach to teaching French can attract students who had not shown interest in learning French before. The relevance of French being spoken in many countries of Africa to African-American students is another surprising benefit of teaching French from the francophone perspective. A possible connection can

be made between African-American students and Africans through language. Clark (1985) states,

> ... this motivation is needed to encourage ethnic and minority group members to enter linguistic and international studies, and to build on their existing linguistic resources so they may contribute more to American education, diplomacy and international business...Black collegians would develop an affinity for their cultural and linguistic linkages with the peoples in the African diaspora. This appreciation, consequently would enhance the value and relevance of their foreign language study" (2)

African-American students are underrepresented in foreign language classrooms, but the teaching of French from the francophone perspective is a way to increase the relevance of language study for these students.

The Negritude movement is a possible literary connection African-American students can make. "Although the Negritude poets are passing...the themes of their writings and the fellowship of those in Black Diaspora remain pertinent today" (Bruner, 1982, 867). One possibility is to study some works (written in French) of the Negritude movement to students alongside works of the Harlem Renaissance, thus making an interdisciplinary lesson with English classes as well.

A word of caution needs to be considered when teaching the cultures of francophone Africa:

> Professionally, we are caught in a dilemma: ignoring francophone Africa encourages accusations of racism, while making requisite acknowledgement of francophone Africa in textbooks runs the risk of "recolonializing"

> these nations by placing them within the French" rayonnement culturel" (Steele/Suozzo, 1994, 55).

Perhaps presenting information along with a brief historical and current news lesson would combat this problem. Steele also suggests courses in African culture with French language as a secondary consideration.

More generally, other cautions exist for teaching about other cultures. If a teacher wants to teach other cultural viewpoints, that teacher must combat the ignorance and misconceptions of other cultures within himself or herself (Clark, 1985). Cultural biases may inadvertently be developed, and accepted by students. Clark says;

> For a regrettably large number of U. S. citizens, Third World cultures or culture's of the developing nations are marginal and without status. They are considered inferior and/or illegitimate. These attitudes are either implied or manifested in many facets of American life, often subtly, sometimes blatantly (3).

If a French course is going to introduce students to the cultures of several countries, it is a necessity for the teacher to try to avoid cultural generalizations. Steele and Suozzo state

> One of the most often stated goals of cultural instruction is understanding the people(s) of the target culture(s), and yet one of the chief dangers of studying other peoples at a distance is the tendency to dehumanize them by reducing their behavior and values to facile generalizations (1995, 78).

The AATF (1996) and Kingue (1994, 17) also warn of this dilemma. A teacher must remain aware of how he/she presents information, and also how the materials that he/she uses

does the same. "Obviously, a teacher must be sensitized to deal with different cultural viewpoints so as to have the courage to combat ignorance or misconceptions about other cultures" (Clark, 1985, 13).

An area that needs much change in order for teachers to effectively teach francophone cultures in the French classroom are the textbooks currently in use. Wieczorek (1994) writes:

> One common trend in French-as-a-second-language texts is to expose students to the many facets of France. The texts therefore ignore to a large extent the cultural and sociolinguistic contributions of the 42 countries that boast French as a primary, secondary or tertiary language (487).

If texts including only cultural information about France are used in the classroom, it is quite possible that students will never get exposed to francophone cultures. Mosadomi(1993), Clark (1985) and Pulliam (1992) all see that textbooks, as they are today, create problems for the teacher trying to incorporate the francophone perspective in the classroom. Mosadomi writes, "Communicating with foreign peoples in French language studies does not limit us to communicating with people only from France, although textbooks still persist" (14). Pulliam states, "...minority cultures are historically rejected and unappreciated as a valuable resource by the majority group" (20).

An increasing number of textbooks are getting the idea, and presenting more francophone cultural information, but

there are problems that still persist. Clark (1985) mentions three of the main weaknesses with texts that do contain francophone information: misinformation, stereotypes, and cultural inferiority biases (4). She gives an example of misinformation. In "a slide narrative on the Antilles, the difference in life styles (wealth vs. poverty) is accounted for by the reasoning, 'La vie est chere' (Life is expensive)"(5). Clark also mentions the 1968 UNESCO meeting to counteract racial prejudice in education. At the meeting, the following words were found in textbooks that may be taken in a derogatory manner - primitive, colored, pagan, kaffir, backward, underdeveloped, and uncivilized (7).

Kingue (1994) and Wieczorek (1994) discuss the problem with the location of francophone cultural material in textbooks. Wieczorek states, "...the position or location of non-France information is equally a telltale sign of how textbooks authors/ editors perceive countries other than France" (493). Most textbooks put this information at the end of the book, some only in the introductions of the textbook, and others interspersed throughout. Kingue points out that francophone culture is usually not mentioned until the last chapters of the book (26).

Reasons for this lack of information or misinformation are many. Mosadomi (1993) writes:

> Perhaps we shouldn't be surprised that such a large number of writers have not paid attention to other Francophone cultures, and perhaps we shouldn't be surprised also that a lot more people are showing an increased interest in the study of Francophone identities (16).

Wieczorek (1994) states that textbook production is a market economy, and reviewers and editors may often make changes in textbooks that the writers(s) did not want. Also, there are constraints on textbook writers and publishers. "Insofar as the educational establishment itself is truly conservative and truly wants change only in small bits if at all, the status quo will tend to be maintained and innovation constrained (Heilenman, 1993)" (Wieczorek, 1994, 489).

One might say that the textbook problem is easily avoidable by using other resources, and this is a point well taken. Yet, Wieczorek writes:

> Even though in the ideal language-learning situation, we seek a program that extends beyond the textbook, the limitations of the classroom...are such that the textbook and its ancillaries become a vital part of the language-learning experience (1994, 487).

Wieczorek completed a 12 textbook study to discover how much, or how little information existed in the texts about francophone countries. He found that in the twelve texts he researched, information about countries other than France existed on a total of only 5.13 percent of the pages on average, ranging from 2.70 percent to 8.85 percent. He also noted that of the twelve texts researched, none mentioned the differences in dialects between the different French speaking countries.

One conclusion that can be made about French-language textbooks is that they should be modified to include more information about francophone culture. In order for this to happen, the textbook companies need to know there is a demand for such text changes. "The challenge, then, is for teachers of French to expand their language-learning horizons by demanding quality materials" (Wieczorek, 1994, 495).

There are some textbooks or supplemental booklets in existence that focus on the culture of francophone countries, though they are difficult to find. A group of booklets that concentrate on specific cultural aspects of francophone Africa is published by the Stanford Program on International and Cross-Cultural Education (SPICE). SPICE lessons are designed to be teacher friendly and include maps, charts, graphs, photos and games.

> The lessons in each unit are especially designed to introduce meaningful content about Francophone African countries. Each of the interactive communicative activities are designed to broaden the learner's cultural knowledge of Africa, create an appropriate context for language content learning, and develop higher-level cognitive skills...Such content complements the study of world regions and international studies and contributes to the important understanding of the multicultural nature of the Francophone world (SPICE, 1991, 1).

The SPICE units are thorough and comprehensive in that they combine language learning with cultural study.

Another text that concentrates on francophone culture is, La Vie Ailleurs(1989):

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> La Vie Ailleurs is designed to give intermediate and advanced students of French a comprehensive leek at the scope of the Francophone experience. Focusing on the French-speaking countries of Europe, Africa, Canada, and the Caribbean... La Vie Ailleurs offers a view of life in over twenty areas of the modern world...While complete in itself, La Vie Ailleurs can also be used as a departure point for courses in French civilization outside of the hexagone (Harris, V)

The brief selections included in this work allow students to be introduced to writers from the entire world.

Another text that uses a world-wide collection of writers is Diversite (1995). This text is a collection of stories that also relates literature to students through common themes: adventure, love, revolt and hope. Budig-Markin writes, "...this anthology permits American readers to know the complexity and richness of the cultural ensemble" (1995, X). Features of the book include; information about the author and his/her country of birth, pre-reading activities, the stories themselves, questions, and even grammar review. Other packets and textbooks also include good or fair amounts of francophone information, and fortunately, this seems to be the growing trend.

Since there was, for a seemingly long time, a lack of good texts and supplemental information for teachers to use, many teachers have developed other ways of presenting francophone culture in the classroom. "The nature of cultural activities relating to the French-speaking world is not different from those relating to France. The variety, of course, is much greater" (Ogden, 1981, 3). Activities

can be more culturally based, or they can be a combination of language, and culture, to use classtime more effectively. The interdisciplinary possibilities of francophone cultural activities can span a wide array of subjects: cultural investigation studies, geographical or historical studies, similarities and differences between countries, daily life in a foreign country, cultural songs from a foreign country, etc. (Mosadomi, 1993, 4).

With today's technological developments, obtaining information about francophone countries can be accomplished in manners that did not exist previously. One example of this new technology is satellite television. Rose (1993) states that satellite television can be used to show the culture of Canada and Francophone Africa through television. He believes it is the best way to present this cultural material to the classroom. "Satellite TV is one of the most effective ways to show our students, short of taking them on a trip to another country, how the language they are studying is used in a wide variety of authentic situation and contexts" (Rose, 1). The authenticity of real, current television programs shown in the classroom is an activity to which many students would relate, especially since the watching of television is such a popular pastime with young, American students today. Rose continues:

> Satellite TV shows students the language they are studying is really used for communication and is not just a school subject forced upon them... Moreover,

> satellite TV helps bridge that wide gulf between the classroom and real life (1993, 10).

Examples of programs to use in the classroom include: an evening news program from Montreal, an entertainment show that "...promotes music, musicians and singers of the francophone world" (Rose, 7), and a weekly current events program showing stories of events that happen in francophone Africa.

Another technological teaching aid that can be used in the teaching of francophone countries in the French classroom is e-mail and the internet. E-mail with students from other countries is fashion for students to use French authentically, and it is mutually beneficially in that the correspondents can learn as well. Suozzo (1995) writes:

> It is essential that we, as instructors of French, attempt to bridge the vast distances separating our students from the cultures they are studying, to remind them that learning another language and culture is above all an ongoing effort at communication with others, that France and Francophone countries are not abstractions, but composite structures of millions of individuals with their own abstractions and convictions. E-mail offer us one major possibility of achieving the intimacy of communication that binds people of different cultures to one another (85).

Suozzo tells of his project at DePaul University in which he established an E-mail exchange with a university in France. The students wrote each other throughout the semester, and the project, according to Suozzo, was a success. "...The e-mail exchange was exceptionally useful in providing excellent cultural source material from native informants" (Suozzo, 1995, 83). As e-mail and the internet are

increasing in popularity world-wide, establishing links with other francophone countries in classrooms with internet access is becoming more and more a distinct possibility.

Other, less technologically advanced activities can be used to teach francophone cultures as well. Slides used in the classroom can show many facets of life from a single photograph. Ogden (1981) writes:

> For example, a single street scene in Quebec may reveal signs in French or in French and English, architecture, historic sites, names of businesses or stores, and various makes of automobiles and kids of dress (20).

Slides of familiar cultures can be shown next to similar slides from a francophone country and comparisons can be made. "This serves to establish parallels among the cultures and provide a framework for understanding them, especially when a familiar item is presented first" (Ogden, 23).

Other activities that can be done in the classroom to show francophone culture, and that are described in less detail here, include: the culture capsule - "a ten-minute script focusing on one significant difference between the native speaker and the target culture" (Steele/Suozzo, 1994, 6), minidramas acted out in the classroom, minidialogues, cultoons, paired interviews involving creative roleplaying by students, and cultural assimilators involving a description of a critical situation accompanied by several interpretations of it (Steele/Suozzo, 1994, 55).

Another activity which can spur many different creative lesson plans is the study of francophone literature. Clark (1985) points out that reading literature is a good way to put oneself in the shoes of others. Through literature, history, politics and other cultural themes can be displayed to students.

Finding authors form francophone countries is not as easy as one would believe. "Despite the size of our universities and the proliferation of courses of current and relevant interest, francophone African literature is still largely an unknown" (Bruner, 862). (Appendix B is a list of some francophone authors, musicians, films and cinematographers.) There are some texts (like La Vie Ailleurs) which provide anthologies of francophone writers, with activities already included.

Music is an important cultural component around which activities and lessons can also be planned. The music of the francophone world represents a vast array of styles. Ogden (1981) suggests that caution should be taken when presenting music to classes so that nothing too unfamiliar is presented (20).

Two other ideal activities include guest speakers and field trips. Guest speakers can range from someone who is a native of a francophone country to someone who may have travelled to one for a vacation or for work reasons. Ogden suggest field trips to francophone areas like New Orleans or the French language schools in Canada.

The above mentioned activities can be used separately, or combined as the instructor sees fit. "Cultural investigation studies, which provide an excellent source of introducing francophone studies in the classroom, can be geographical or historical in context" (Mosadomi, 1993, 16). An infinite number of valuable and interesting activities can be created by the French instructor himself or herself. (Some possibilities can be seen in part two of this work.)

PART 2

Teacher Research Project

RESEARCH DESIGN AND METHODOLOGY

As noted earlier, I will be looking at how my students and I were impacted by the teaching of French from a francophone perspective in the classroom. Multi-cultural understanding, enthusiasm, tolerance of differences, overall interest and other goals will be measured and analyzed for both the students and myself.

One might question the validity of doing research in the classroom and ask what is to be gained by such an approach. Burnaford, Fischer and Hobson, in Teachers Doing Research (1996) state, "You and your students are the only real experts about what has been occurring in your classroom and you can report what's been happening to other teachers. That's what we as teacher researcher's do!" (xi). Each teacher research project is different and distinct from all others for a variety of reasons. As teachers are aware, each class is different for a variety of reasons, but the reason that stands out is the relationship between the students and the teacher. "The way in which a classroom unfolds and is documented is unique to that setting and that group of researchers" (Burnaford, Fischer and Hobson, 1996, xii).

Though it may seem to many that teacher research is too informal to be accepted as research, it is not. Much is to be gained by collecting information from your classroom and

analyzing it. Once again Burnaford, Fischer and Hobson explain:

> What attracts many teachers to inquiry about their field is the same thing that attracts scientists and artists to theirs: Teachers want to know and to create; they are curious about their practice. Teachers hope that their research will inform that practice and lead to better teaching and learning (1996, xii).

Teacher research is valid and can lead to many changes and betterments in the professional practice of teaching. Even though it is personal in nature, it involves data collection, data analysis, and sharing conclusions with colleagues, which makes this process similar to other, more scientific types of research.

The project took place at Marian Central Catholic High School in Woodstock, Illinois. Demographic information for the school and surrounding community is from Christi DeWispelaere's (a fellow colleague) masters thesis entitled, Improving Student Higher Order Thinking Skills Through the Use of Graphic Organizers (DeWispelaere/ Kossack, May, 1996, 3-7).

Marian Central is a co-educational secondary school, founded in 1959. A total of seventeen Catholic parishes in McHenry County contribute financial support to Marian. In the 1994-1995 school year, 85% of the student body (564 students) were Catholic, while 15% were Non-Catholic. Seven Catholic county junior highs, eighteen public junior highs, one Lutheran elementary school, and one Montessori school

contribute students to Marian. The ethnic groups represented at Marian were as follows: 95 percent white, 1.7 percent Hispanic, 1.5 percent Asian, .35 percent Native American and 0 percent African-American. Every student at Marian completed the ACT in 1994. The composite average score was 22.1.

Thirty-two teachers and twenty support staff were employed at Marian during the 1994-1995 school year. Racial/ ethnic background of the staff were unavailable due to protection rights of the Diocese of Rockford. The staff was 57 percent female and 43 percent male during that year and average teaching experience was 13.2 years with a standard deviation of 7.5 years. Including monetary benefits for co-curricular activities, average teacher salary was $27,325. Administrative salaries were not available.

For the 1994-1995 school year, the average class size was 26 students, with an annual cost of $3,356 per student. Twenty-three credits are required for graduation: four credits of English, two credits of foreign language, art or music, three credits of mathematics, four credits of religious studies, one credit of biology, 1/2 credit of consumer economics, 1/2 credit of government, one credit of U.S. History, and four credits of electives.

The foreign language department offers a choice between French and Spanish, with four levels of each. Equipping students with the necessary skills to function in the target

language and culture, using the language for a lifetime of personal enrichment and enjoyment, appreciation of the role of Hispanic and French cultures in a global context, and the expansion of communicative proficiency for further education in the workplace are all goals that make up the philosophy of the department.

Marian Central High School is located in McHenry County in Illinois. McHenry County consists of small suburbs of Chicago, and rural towns. As of 1990, the population was 183,241, including: 95.7 percent White, 3.2 percent Hispanic, .69 percent Asian and Pacific Islander, .16 percent African-American and .16 percent American Indian, Eskimo and Aleut.

According to the 1990 Census, the average number of persons per household in the county was 2.93 and the median household income was $46,369. The labor force was 95,536 resident workers sixteen years of age and older, including: 26.9 percent managerial-professional, 16.9 percent technical support and sales, 16.3 percent administrative and clerical, 14.9 percent precision production, craft and repair, 14 percent operators, fabricators and laborers, and 9 percent service occupations, 2 percent farming, fishing and forestry, and 7.4 percent unemployed.

I will conducted the research project in three different French classes. My first period class was a combined French 3/4 class with 18 students in the French 3 level and 4 students in the French 4 level. Another class

that participated in the research project was my eigth period French 2 class, with 25 students. The last class participating in the project was a French 1 class of 21 students, who met ninth period. (I also taught 2 Western Civilization classes, but they are not included in the research project for obvious reasons.)

The time frame of this particular teacher research project is one semester. Though I will continue teaching about francophone cultures throughout my teaching career, it was necessary to limit the amount of time in this particular project.

The project will be presented from this point onward in four different sections; DATA COLLECTION, MY INTEGRATION OF FRANCOPHONE CULTURE, RESULTS AND FINDINGS and finally CONCLUSIONS AND IMPLICATIONS.

DATA COLLECTION

I collected data for the project in several different ways, a method known as triangulation. David Hopkins, in A Teacher's Guide to Classroom Research, quotes other researchers in defining triangulation as, "gathering accounts of a teaching situation from three...points of view" (Hopkins, 152).

One method of data collection used during the project was student surveys and questionnaires. The first survey/ questionnaire was issued to the students on the 16th of October, 1996. (The survey/questionnaire itself can be seen

in Appendix C.) This survey was designed to find out students' prior knowledge about francophone countries, and was used again as an initial measure of the students' interest in francophone culture after they completed their first quarter project about francophone countries.

Another questionnaire was given to students on the 19th of December as the semester end was approaching. (This questionnaire can be seen in Appendix D.) The questionnaire allowed for more variety of responses, and I catagorized the data collected from it. A total of 65 students completed this questionnaire, and once again the students were comprised from all French levels, 1-4.

The survey/questionnaire from October and the questionnaire from December offer the research project some quantitative statistics to compare and analyze. The remaining data collection was all done qualitatively, so there are no numbers to analyze, only statements, thoughts, ideas and quotations from the students and from myself.

Another fashion in which data was collected from students was through student interviews. I selected students from each level (French 1 - French 4) and conducted one-on-one interviews with the students, asking questions ranging from what they believed francophone culture to be, to what there impressions were about how francophone cultures had been presented to them in class during the first semester. (Questions asked during the student interviews may be found in Appendix E.) All interview

responses were recorded on a hand held cassette recorder, and I later transcribed them. The students' input and responses varied widely, as did their level of comprehension of francophone culture. Student responses to the interview questions can be seen in the Results and Findings Section.

A final data collection technique is my personal observations about student learning and my impressions of how francophone culture was integrated into the classroom. (Unfortunately, I did not take the advice of Burnaford, Fischer and Hobson and write in a daily journal during the project, but instead wrote side notes from time to time as I had more pertinent reactions to something that happened in the classroom.) My observations can also be seen in the Results and Findings section.

MY INTEGRATION OF FRANCOPHONE CULTURE

I gave an introduction of francophone culture at the beginning of the school year in all levels of French. On different days during the week of August 26th - August 30th, 1996, students were either introduced to the francophone world (especially in the French 1 class), or this information was reviewed with those students of higher levels.

The textbooks were used as the source for this information. At Marian Central, the publisher currently in use for the French Department is Harcourt, Brace and

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Jovanovich, 1990 editions. The series titles are as follows for the different language levels: level one uses Noveaux Copains, level two uses Nous, les Jeunes and level three uses Notre Monde. There is not a specific French text for the level four students. The degree to which these textbooks cover francophone culture will be discussed to provide an understanding for why it was necessary for me to create many of the projects for the integration of francophone culture in the classroom.

Overall, the Harcourt, Brace and Jovanovich series demonstrates many of the problems discussed in Part One relating to how textbooks deal with francophone culture. Problems include: scanty information of francophone culture, and inclusion of francophone information only at the beginning of the texts as introductory material.

For example, the French level one text, Noveaux Copains provides a good introduction to the francophone world in Chapter One, including cities of the French-speaking world and countries of the French speaking world. The cultural material is presented alongside grammatical structures (how to ask where people are from). A map is included, showing the countries of the world where French is spoken. In the remaining chapters of the textbook, though, francophone culture is practically absent, and instead the book focuses on the culture of France. Of the remaining 10 chapters, only two present material of francophone culture, and even then, the presentation is far from extensive. At the end of

Chapter 3, a section on leisure activities in Quebec is included, and in the final chapter, Chapter 11, possible vacation activities in Martinique are shown, along with a map of this country.

Of this series, the level two book, Nous, les Jeunes contains the most francophone culture. Chapter Three is dedicated to the culture of Quebec, especially the carnival festivals. A unit on the Grand Prix in Brussels, Belgium is presented at the end of this chapter as well. Chapter Four includes a short story about a family in Burkina-Faso at the end of the chapter. Chapter 8 includes cultural information about Switzerland, listing the languages, the products, and the sights of the country. The final chapter, Chapter 12, is based on a Senegalese girl who introduces a French friend to her country. Maps in this textbook include: 2 maps of Belgium, one of West Africa, one of Switzerland, 1 of the French speaking world and 5 maps of France and/or its regions. Chapters not mentioned include only cultural information about France.

The level three book of this series, surprisingly, contains the least amount of information about francophone culture. Chapter 7 mentions the French spoken in the United States, namely in New Orleans. Besides that, the other cultural information included is about France. The textbook provides a map of the francophone world.

Due to the lack of sufficient francophone culture lessons in the textbooks used in my classes, the integration

of francophone culture into my classroom was achieved mainly through projects developed by me and/or my students. I set up projects for each French class as part of students' final grade for each quarter. Since there are a total of four quarters, that means four projects. (Only two of the projects will be discussed here, because this research project was in the time frame of one semester.) In each class I designed the project for the first quarter in each class on the subject of the francophone world in general.

The French 1 project, seen in Appendix F, gave students a choice whether to do a paper, a speech, or an art project about the francophone world. This project was to be done in English, because the French 1 students did not yet have an adequate vocabulary to do the project in French. (As with the earlier data collected, a discussion of the results of this project, and the other materials presented in this section, will be in the Results and Findings section of this paper.)

The French 2 first quarter project was different, and can be seen in Appendix G. Students once again were given two options. Students could either create a map of a francophone region of the world, or give a short speech (in French for this level) on the francophone countries of the world and the importance of studying them for language and cultural reasons.

French 3/4 students were also given a choice in their first quarter projects (Appendix H) between a paper, a skit

or speech, or an art project. Included as required material for any choice was a list of: the countries where French is spoken, a list of at least five cultural differences between the countries where French is spoken, and a description of the importance of studying about these countries for language and cultural reasons. Students completed this project in French.

Instead of varying the second quarter projects, the assignment was the same for all French levels. The second quarter project (Appendix I for French 1, Appendix J for French 2, and Appendix K for French 3/4) shows that students were to give a cultural presentation about a specific francophone country to the class. Required material included the use of visuals, a presentation of 5 to 7 minutes in length. The upper level students, French 2 and French 3/4, were to speak only in French.

Besides the quarter projects, other francophone culture studies were integrated into my classes. These lessons were created with a specific cultural aspect in mind, be it music, literature or film for each case. Also the language level of the class was a consideration. For lower level students, more simple French or sometimes English was used. Upper level students were expected to understand authentic materials.

A lesson about the French-Canadian fur-traders, seen in Appendix L, was designed for French 1 students. The idea for the project came from a colleague who lent me a cassette

of songs in French that the French-Canadian fur-traders used to sing as they were traveling in their canoes. Luckily, the colleague also had a book, The Voyager, including some background in English about the traders and also the song lyrics written in French. Students were first asked what they like to do when they travel to help pass the time. After some discussion, some background about the French-Canadian fur-traders was presented. Then, the songs were played in class and students read along with the words of the songs, guessing the general meanings. Questions about subject matter and the rhythm of the songs followed. For homework, students wrote a short paragraph about their cultural learning for the day. The significance of the French-Canadian fur-traders was relevant to students because the traders even traveled on the rivers in McHenry County (namely the Fox River) and traded in the Great Lakes Area. The songs the students listened to were sung in their geographic area within the past three hundred years.

French 2 students had a lesson designed around a film by Claire Denis called Chocolat. The film was shot in Cameroon, a francophone country in West Africa. Students were given a worksheet, seen in Appendix M, before they began viewing the film. The worksheet was created to prepare the students to recognize the cultural differences and similarities between Cameroon and the United States that they would see during the film Chocolat. Also, a properly completed worksheet would help students prepare for a

writing assignment after the film. Some of the cultural differences shown in the film include: the geography, housing, clothing, transportation, cuisine, languages spoken (French, English and African tribal languages), music, and religion. After viewing the film, students were given a writing assignment, seen in Appendix N. The three paragraph assignment, to be written in French, included a paragraph about the similarities and differences between Cameroon and the United States, a paragraph about the student's feelings about the film, and a final paragraph about whether or not the student would like to someday live in or visit Cameroon including reasons.

French 3/4 students had a lesson created from literature. As mentioned in part one of this paper, the book Diversite, by Budig-Markin Gaasch, is an anthology of different francophone writers. The lesson was designed around a story by Marie-Therese Colimon-Hall called, "Bonjour, Maman! Bonne Fête, Maman!" (See Appendix O.) Gaasch includes information about the francophone country of the writer, pre-reading exercises, the story (written in French), comprehension questions, perspective questions, and grammar review and exercises with each story. Students first read the story at home. Then, the pre-reading exercises were completed through discussion in class. Students were seated forming a circle, and then took turns reading about the author and passages of the story outloud. The story paints a picture about what life was like for a

peasant girl growing up in a village in Haiti. The life of this girl in Haiti is very different from the life of the students at Marian Central, so their homework was to explain, in writing and in French, what they learned about Haitian culture through the details in the story, and then to make comparisons between Haiti and the United States. The assignment can be seen in Appendix P.

RESULTS AND FINDINGS

As mentioned earlier, data for the results and findings came from several different sources: survey/questionnaires and questionnaires given to students, students interviews and my personal observations of the project. The first survey/questionnaire, found in Appendix C, had the following results.

Question 1 asks, "Before doing project 1, did you know the number of countries where French was spoken? " Students were given four possible answers to choose from. Sixty-four students, a combination of all French levels, took this survey/questionnaire. Responses for Question 1 were as follows (all percentages have been rounded up); 8 percent of the students surveyed circled, "Yes, all of them," 88 percent of the students surveyed circled "I knew of some," 3 percent of the students surveyed circled "I knew of France," and 1 percent of the students surveyed circled, "No."

It is evident from this data that many students had already gained some prior knowledge from a previous course

or elsewhere pertaining to francophone countries. It is necessary to point out that the 3 percent of students who knew only of France and the 1 percent of students who responded "No" were all of the French 1 level. One can conclude, then, that the teacher whom I replaced at Marian Central must have discussed at least some francophone information in previous years.

Question 2 asks, "Did you develop an interest in learning more about the countries where French is spoken besides just France (After project 1)?" Students were given three possible choices. Responses for question 2 were as follows; 14 percent of students circled, "Yes, greatly," 79 percent of students responded, "Yes, some interest," 7 percent of students circled, "No."

It seems that 97 percent of the students had their interest in the francophone world at least piqued after hearing the first quarter projects relating to the francophone world. It can be concluded that the other 7 percent of the students who responded negatively either were more interested in the culture of France itself, or were not interested at all.

Question 3 will not be discussed because, as it turns out, it is not relevant to the project.

Question 4 asks, "If you have taken French classes before this one, did you learn about countries where French was spoken besides just France?" Students were given four possible choices to circle for this question. Results for

question 4 were as follows: 21 percent responded, "Yes, many countries," 45 percent responded, "Yes, some countries," 3 percent responded "No," and 31 percent of the students surveyed responded, "I have not taken other classes in French." These students were all, of course, the French 1 students.

From this information, one can conclude that students had been exposed to francophone countries in previous courses, if they had taken them. On further analysis of the data, it seemed that my current French 2 class, those who took French 1 last year, had the most exposure to the francophone world. Nine of the thirteen students who responded, "Yes, many countries," and fourteen of the twenty-eight students who responded, "Yes, some countries," were from French 2.

Question 5 on this survey/questionnaire had a variety of responses. The question asks, "List two cultural facts that you learned while doing your project that do not pertain to France, but to other francophone countries." Some of the student responses (Written here exactly as they were on the survey/questionnaire) were as follows: "I learned that New England has a surprisingly large number of French-speaking people and that Africa has so many French-speaking countries," "Clothing is very different in Africa. Also the religions are very different in all the countries," "Don't have to live in Europe to speak - Don't have to have an abundance of wine and cheese," "French is spoken over a

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larger part of Africa than I had originally thought," "French colonists came to Vietnam, that's why a country that seems like it should speak all Vietnamese, speaks some French," "Each country has its own customs, even though its people may speak French," "Each country expresses itself differently, as there is a difference between U.S. English and British English," and "I learned about how French could affect their carriers." All of the student responses are not listed here because some were very similar.

From the responses to Question 5 of the survey/questionnaire, it is easily seen that during their work on the first quarter projects, students learned many cultural and language details that they did not know before, and would not have been exposed to in the textbook.

A second form of quantitative data was the questionnaire given to students in December, found in Appendix D. The first question of the December questionnaire asks students, "What does francophone mean?" I placed the student responses into two categories: a good understanding of what francophone means, and a bad one. The results for question 1 were as follows: 91 percent of those surveyed responded with a good understanding of the term francophone, while 9 percent did not show a sufficient understanding of the term.

Unfortunately, a relatively high percentage (9 percent) of the students did not show a good comprehension of the term francophone after a semester of intensive francophone

lessons and projects. Those that did not show a good understanding spanned all levels of French, 1-4. The 91 percent that did show a good understanding, showed a relative success for the project during the semester.

The second question of the questionnaire asks, "Where are the francophone countries of the world? Can you name them, or some of them?" Results for this question where divided into how many countries a student wrote down. The results were as follows: 1 percent of the students questioned responded with 15+ countries, 15 percent of the students answered with 10-14 countries, 53 percent of the students answered with 5-9 countries and 31 percent of the students answered with 0-4 countries.

The question wording possibly led to some poor responses to this question. If the question had read, "Name as many of the francophone countries as you can," I believe the results would have been better. The results were still positive, with 69 percent of the students answering with at least 5 francophone countries.

Question 3 asks, "What projects did you do this semester relating to francophone cultures. Please describe them in some detail. Please include whether the project was based on literature, music, independent research, the text, etc..." The responses to this question varied greatly, but two sample responses will be shown here. One student responded:

> First quarter I did a project of the French speaking countries of the world. I based this project on the culture of each country - religion, government, style of life, etc. For the second quarter I did an oral presentation of the country of Belgium. I focused again on the Belgian culture.

Another student responded:

> We did a project about the French speaking countries. I talked about some cultures, but mostly about the similarities and differences between each of the countries and cultures. I think the project was based on research and to determine whether or not we would take the time to research thoroughly. Another project we did was pick a French-speaking country and talk about its culture. I picked interesting facts and ideas and combined them with the culture. This project was based on independent research because it was up to you to find things.

An interesting point I found while analyzing the responses to question 3 was that in all but a few of the responses, students talked only about the quarter projects, and not about other francophone cultural lessons from class.

Question 4 of the questionnaire asks, "How did you feel about learning about francophone cultures? Did you like it? Did you think it was hard? easy? interesting? tedious?" This question was designed to let students choose more than one "feeling" about their study of francophone culture, so the percentages will not combine to be 100 percent, but the general feeling of the students is easily seen. The results for question 4 were as follows: 34 percent of the students liked studying francophone cultures, 0 percent responded that they did not like learning about these cultures, 15 percent responded that they though it was easy to learn

about these cultures, 17 percent responded that they thought it was hard, 72 percent of the students found it interesting to study these cultures, and 21 percent found it tedious to study francophone cultures.

This question shows how students felt about the project, and the feelings speak for themselves. I do believe that if, once again, the question had been worded differently, clearer results might have been attained. For instance, possible responses should have been listed in columns, and students would have circled a word from either column to express their feelings. In one column the word could have been "interesting" and in the other column the word could have been "not interesting".

Question 5 of this questionnaire asks, "The francophone world is vast. Do you feel that the various cultures were sufficiently covered? Why or why not?" The results for this question were categorized into two different possibilities. The results were as follows: 58 percent of the students surveyed thought the francophone countries were sufficiently covered, while 42 percent thought that they were not.

It is not surprising that such a high percentage of students thought that the francophone world was not covered sufficiently in the length of one semester. Covering every francophone country's culture thoroughly would take much longer than that, and this was not the intention of the project. What is surprising is that over half of the

students surveyed believed that the countries were sufficiently covered.

Question 6 of the questionnaire read, "Are you interested in learning more about the francophone world? How so? or Why or Why not?" This responses for this question were divided into two possibilities. The results were as follows: 75 percent of the students who filled out the questionnaire showed an interest in learning more about francophone cultures, while 25 percent did not.

The fact that 3 out of 4 students surveyed would like to know more about the francophone world shows that these students maintained an interest in the francophone world, even after a semester of study. For those who responded that they were not interested, the reason was usually that they would rather concentrate more on the culture of France.

Question 7 of the questionnaire reads, "Please include any other comments you may have regarding our study of francophone cultures below." Some of the student responses included: "I enjoyed it and liked to hear about all the different countries," "I thought it was cool that not only people in France speak French. I didn't mind it and I didn't think it was hard," "They (francophone countries) are not as similar as I thought they would be," "Subjects should be more in depth and topics more specified," "I would like to see the class do more activities regarding francophone countries in class," "I would now be interested in possibly

visiting some francophone countries in Africa," and "It was fun, and it piqued my interest in French even more."

Student interviews were another data source for the paper, and the questions asked in the interviews can be seen in Appendix E. I chose six students at random to do the interviews. Originally, I had chosen two students from each level of French, but two students did not show up on the day of their interviews. I will use the students' French names when quoting them. Pitchette is a sophomore, French 2 student who was interviewed on December 12, 1996. Rachel is a freshman, French 1 students who was interviewed on December 16th. Anne is a junior, French 3 student, who was interviewed on December 17th. On December 16th, Gerome, a junior, French 3 student was interviewed. Antoine, a sophomore, French 2 student, was interviewed on December 18th, as well as Aimee, a senior, French 4 student. All quotations are written exactly as they were recorded on a cassette.

Question 1 of the interviews asks for the following information about the student; student name, year in school, French level, and the date of the interview.

Question 2 of the interviews asks, "Do you like learning about cultures other than your own? Why or why not?" Pitchette had this to say:

> Actually, its one of my favorite things to do. I just find it interesting to find the way...find out how

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> other people live. I don't really know why. It's just something I've always been interested in.

Gerome responded, "Yes. Insights into our own culture. Appreciate our own culture and learn how other people think...in different cultures." Rachel said, "Sure, because it's interesting and because it's different than what we know about." Anne responded:

> Yes, I do because I think its interesting to know how people live in other areas of the world and I think it would be interesting to go to see other places, and see what it is like.

Aimee stated, "Yes, because I think it, uhm, expands your knowledge of the rest of the world, it broadens your horizons about people other than those you see everyday." Antoine said:

> Yeah, I enjoy learning about other cultures cause it helps to broaden my mind and I know later in my life, if I decide on a career that involves traveling, I'm going to need some of these...some of this knowledge of other cultures.

These responses can be summarized as a list of reasons why these students like to learn about other cultures. This list would include; interest in other areas of the world, future travel, the broadening of the mind, possible career knowledge, and appreciation of cultural differences.

Question 3 of the interview asks, "How would you define francophone cultures?" Pitchette answered:

> Countries that had....uhm...French culture innodated with their own. They had the French culture and they made it their own using their music, their language and the way they live.

Gerome answered, "Culture with aspects of our...qualities of, uh,...French language." Rachel said, "Cultures that have been influenced by France and if they used to be under French rule. They still have examples of that time period or stuff." Anne responded:

> Uhm...I don't know how I'd like...I mean, definitely different from ours, the United States culture because, like, I know that their schools are different from ours - they go longer and their hours are different there. I don't know that much in general.

Aimee said:

> Uhm, God. I don't know if there is one word you could come up with. I mean I think its just that they vary so drastically. I mean I would say the only thing they have in common is the French tie and the French occupation and the influence of French culture.

Antoine stated:

> A culture where French influences their lives in any way. Not necessarily just spoken, but maybe where the cuisine or maybe even fashion or anything like that has been influenced by French.

As can be seen, students chose not to give simple definitions of francophone culture. Some general statements about their definitions would be that francophone cultures are: cultures influenced by France, cultures influenced by the French language, cultures that were, at one time or another, under French rule, cultures world-wide, and cultures influenced by specific aspects of French culture. Also, it can be seen in Anne's response, that not all

students had grasped the meaning of francophone culture by December.

The interviews continued with question 4, which reads, "Have you been exposed to francophone culture before your French class? (the class you are currently enrolled in?) If so, when and how so." Pitchette responded as such to this question, "My sister lived in Belgium for a year when I was in 8th grade. So, yeah, I was. And actually Rwanda too, because she lived with a Rwandan family." Gerome responded:

> In world cultures, basically we go over every country.(Me - What about in other French classes?) Uhm, we actually focused on France, I think. We did a bit of European community around France, but we didn't get to Asia of anything like that.

Rachel answered, "Somewhat, but not really, cause like in social studies in 7th grade we learn about different cultures and like, if they spoke French, we learned that but nothing else." Anne answered, "Uhm.. yeah. I mean a lot of it was just about Mardi-Gras, Louisiana and Canada and France. Mostly France though, is what we mostly stayed in." Aimee said, "I would say the only francophone culture would have to be Belgium. I mean there are other countries, you know, like in general, but no in depth sort of thing." Antoine stated:

> Well, in French 1 class, I enjoyed it, that's why I decided to take French 2. We went over the European French countries, but other than that, I didn't get much exposure to the other French countries.

Some generalizations can be made from these student answers to question 4. They are: some students had exposure to francophone cultures through other people, some students had exposure to francophone cultures through other classes besides French classes, some students had some exposure to francophone cultures (mostly European countries) in previous French classes.

Question 5 of the interview questions asks, "What are your general impressions of the francophone world and the variety of cultures that it entails?" Pitchette responded:

> I think it's presented well and I think that through projects and other people, they...it's good, cause they bring it down to a level we can understand and it's ...we can experience the culture a little bit...and like, food and stuff and music from other countries is...and also it's a good way to learn.

Gerome said, "It's very diverse...uhm...culture that has many different people, many different types of, ways of life entailed in it." Rachel responded, "Well...it's, they're all over the world. They're not just like in Europe or something. It's cool cause there's different things." Anne said:

> I think it's very different from our culture still and just like from different stories you've told us about when you were there and like learning different things about it that way. I just really like the culture of it.

Aimee responded, "Probably just the vastness of it and just the different nature of everything. Its so completely different."

To this question, Antoine answered:

> French has really influenced the world a lot larger than I had known previously and I see it showing up in all aspects of business, fashion, cuisine, everything. I notice that there really isn't much that it hasn't touched in certain countries.

Responses to question 5 can be listed as: francophone cultures covering the entire world, francophone cultures consisting of many different people from many different cultures, francophone cultures being very different than our own, francophone cultures being very vast, the French language influencing cultural aspects of many countries, and that the francophone cultures have been presented well (which is actually a valid response to the next question).

The next interview question, question 6, reads, "What are your general impressions about how the cultures of francophone countries have been presented to you in class?" Responding to this question, Pitchette said:

> I think presented well, uhm, it's...I think that there could be more, but I think that as of now, since we are only in our first semester, that it's been presented well, and I think that a lot of the students have done a really good job of presenting.

Rachel said, "Uhm, they are similar in a lot of ways, but they're different too. They're not all the same, but there not all different." Anne said:

> I think that the projects was a real good way to do it, because it made everybody do different countries and you get to learn different ones than the one you did or the other ones that your friends or other people in the class worked on. And also, I think that we did the

> story on Haiti and when we worked in the circle, I think that's a real good way of doing it.

Aimee said:

> I think, considering the fact that the professor is writing a thesis, they've been quite thoroughly presented. Well, I mean, uhm, that's your main area of interest. I think that they have been very thoroughly presented. I think that this whole year I've been exposed to a lot more, as far as different cultures, than in the past.

Antoine responded:

> Well, believe it or not, I've actually kind of enjoyed researching the countries. You know, really get down - not just the population and the geography, but how it affected the people and kinda comparing it to American like itself. I like how you've opened it up and shown us all the different countries, not just restricting it to one area. Oh, I loved the movie. Chocolat was a really good look about French in Africa, and I think stuff like that is terrific. (Antoine had to leave at this point to catch a ride.)

Answers to question 6 can be summarized as follows: I enjoyed working on the projects, I like how a wide range of countries have been covered, I think the material was presented well, but not thoroughly enough, I've been exposed to more countries than in the past, and the projects allowed for many countries to be covered.

Question 7 of the interview questions reads, "Are you interested in other countries where French is spoken more, less, or the same than the culture of just France itself? and why?" Pitchette stated:

> Probably more, because as I said before that the French culture is taken into other cultures and made their own

> and I think its interesting to see how they've used it, how their variations on the French culture.

Rachel said, "Yeah, more. not all of them, just some of them, cause I want to go to Tahiti now. Yeah, after I did the project." Gerome said:

> Yeah...its interesting, France and other cultures. France is interesting itself cause it's like, uh, the birthplace of a lot of French culture. That influences these other cultures and other cultures are interesting here because, it's... interesting to see how they take the French culture and adapt it to their own.

Anne said:

> Uhm... I'm interested in other cultures where French is spoken, but probably more so France, because, I don't know, it's just more appealing to me and it's...cause I know more about it probably and I know people that live there.

Aimee said:

> You know, I have to say less, personally, because I am a big francophile, but I am quite interested in other countries. It's just, my personal experience is with France, and it a little bit more enthusiasm.

Question 7 responses can be summarized by saying that some students are more interested in the francophone countries than in France, others demonstrate the same interest, and there are some students who would prefer learning about France, instead of about francophone countries.

Question 8 of the interview questions asks, "Did you learn from other peoples' projects in class?" Pitchette answered:

> Uhm.. it can be hard when kids...sometimes people in class will try to look everything up...like how to say it and everything and I think they just have to basically go with what they know, so people can understand, but most of the times I can learn from the projects.

Gerome responded:

> Yeah, I've learned. It's just interesting to view how other people go about processing information of other cultures and countries...how they view, or maybe, what they take interest in.

Rachel said, "More from the ones now than before, because before we had to do the same thing, so some of the stuff people were saying, I learned when I did mine." Anne responded:

> Uhm, yeah, I did learn from other peoples' projects. Its hard for me sometimes to understand everything people are saying. Its like I'll pick up bits and pieces, but I'd have to hear it more than once to get everything.

Aimee answered:

> What I could understand. I would say that I did learn quite a bit of other things from other peoples' projects. Its seemed like the last couple of days were pretty solid Belgium, but that's o.k. and so, uhm, but I think that from the variety, I learned quite a bit.

From these answers to question 8, it can be said that students did learn from other peoples' projects, when there was variety and students tried to use French that other students could understand.

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The last interview question asks, "Do you have any other comments you would like to make about the class, or the teaching of francophone cultures?" Pitchette answered:

> I think they're doing a good job. I think that maybe even a wider variety cause we did...I know there is a section on Belgium, but I like the movie you brought in, by the way. That was good to see...it's just interesting to see the differences.

Gerome said, "It's important to focus on other cultures beside our own." Rachel responded, "I like the projects we did this quarter better than last quarter cause we are like centralizing on one of 'em." Anne said, "Honestly, I really enjoy this class, like the different things that we learn and its just a lot of fun." Aimee said:

> Actually, I think it's a great idea. I think it's innovative. I'm not sure how. I don't think that the teaching of such a broad range of cultures is so widespread. I think that it is possible as long as there is focus on the language.

These comments will not be summarized, as they are personal ideas of the students. This concludes the interview section.

Another source of data for the project is my personal impressions. I will discuss my observations of the various projects and lessons of my classes in chronological order. A discussion of other impressions relevant to the project will follow.

At the beginning of the semester, I made it a point to introduce the francophone world to each French class.

I recall being surprised at the fact that many students, especially those above French 1, did not demonstrate an understanding of the francophone world. Most students did not show any prior knowledge of the francophone world.

The first quarter project was designed to have students introduce themselves to the francophone world. I believed this project was a success for the most part, but I did see some problems. Those students who had to do the project in French, all but French 1, tried using language that they had not yet learned, causing them to make many grammatical and syntactic errors. Another problem with the first quarter projects was that students often presented information that seemed like it was copied out of an encyclopedia (for example, the average number of television sets for a family in French Polynesia). Yet, the main objective of the first quarter project was for students to comprehend the vastness of the francophone world, and I do believe this goal was achieved.

The French 1 lesson about the French-Canadian fur-traders accomplished its main objective as well. I wanted students to see that French is a language that has been used in the area where they live now, and also show them that Quebec, in Canada, is a francophone area within feasible driving distance. Students seemed to enjoy the voyager songs, and they related well to the idea of needing something to pass the time while traveling.

The French 2 lesson based around the film Chocolat turned out to be my favorite lesson of the entire semester. The film showed a wide variety of cultural differences and similarities. Students picked up on these cultural aspects, and also enjoyed the plot of the film. The cinematography showed the cultural images in a beautiful manner. I was delighted to find a film in French that could teach so much culture about Cameroon, a francophone country in Africa.

The French 3/4 lesson about the Haitian story, "Bonjour "Maman, Bonne Fete Maman," did not turn out as well. Instead of concentrating on the cultural similarities and differences between Haiti and the United States, students reacted with closed-minded statements like, "Why would anyone want to live there?" and "Why don't they all just move?" Perhaps the students at a private, Catholic high school in a far north-west suburb of Chicago find it hard to relate to the problems of a little girl in Haiti. There is also the possibility that it was the manner in which I presented the material that caused a problem. Whatever the reason, if I use this project again, something must be done differently to avoid negative cultural connotations.

The second quarter projects had similar problems and similar successes to the first quarter projects. When students were presenting their individual francophone countries, many tried to use language that was too complex for their level of French, and many included cultural information that was not interesting to other students or to

me. Another problem with these projects was that I allowed too many students from the same class to do projects on the same countries. Students should have been told that they all had to cover a different country. As it turned out, much of the same information was repeated. However, the overall objective of the projects, to give students a more in depth look into specific francophone countries, was accomplished.

Other impressions about the overall project will now be discussed. A problem that remained throughout the semester was how to incorporate francophone culture along with grammar. As can be seen in the projects I created, there is virtually no grammar component included with the cultural studies of francophone countries. This is a definite problem, because my classes are now behind where I would like them to be in the area of grammar. A solution I see to this problem would be to find a text that has francophone culture alongside grammar. Also, the teacher, then, would not have to take an enormous amount of time creating lessons and projects outside of the text.

Another issue that I struggled with throughout the semester was whether or not the francophone world was sufficiently covered. Since it is such a large number of countries to work with, I found that many countries were only mentioned, while others were covered more in depth. There simply was not enough time to cover all the countries in a complete manner.

Unfortunately, another problem that was hard to avoid was that students ended up making quick generalizations and stereotypical statements about some of the francophone countries, especially the poorer, third-world countries. During the semester, I tried to stress to students the importance of keeping an open mind and putting themselves in the situations of the people whose culture we were studying. The complexity of cultural differences often made this accepting of cultural differences troublesome for students.

A more positive impression I had about the semester was the fact that the francophone world offers a huge variety of possibilities for lessons and projects. One can choose from the many francophone countries, and then choose from the many cultural aspects of that country, be it music, food, art, etc. and develop a lesson or a project. The options are endless.

The most important impression I had about the quarter was that the students were learning more about the francophone world than they ever had before. They displayed an interest in the subject matter, and seemed to enjoy the learning that they themselves had a large part in formulating. I also became more intersted in the francophone world, and found that I gained nearly as much cultural information from the student projects as the students did.

CONCLUSIONS AND IMPLICATIONS

From the students' impressions and my impressions of the project, I believe that more francophone culture should be included in French classes, from when students first start taking French classes, continuing to the university level. I consider the overall project a success. Students did learn more francophone culture than they had ever been exposed to before. Not only that; they enjoyed learning about francophone cultures. Their interest in the francophone world grew, and the relevance of studying French became more apparent to them in the course of a semester.

One thing that must change to make it easier for teachers who wish to incorporate francophone culture into the classroom is the textbooks. If more textbooks were created with the concept of exposing students to the vastness of the countries where French is spoken, and including grammar structures along with culture, students would have a better perspective about the scope of French and the cultures of the francophone world. A more complete understanding of how their French is useful would be attained as well.

Another conclusion that can be made upon completion of the project is that a teacher must be careful in wording and in presentation of the francophone world, for a couple of reasons. First of all, cultures must be presented in an open-minded manner, with constant consideration being given to how the information being presented to students may be

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construed. Students may make quick judgements, without looking at the overall situation of a culture. It is, at times, difficult for students to comprehend cultural traditions or habits, especially those that may initially seem weird or bizarre. The teacher should be willing to take the time to explain or give some background about those cultural differences that students have a hard time understanding.

Another conclusion reached upon completion of the project is that the inclusion of francophone culture into the French classroom offers the possiblity for a lifelong, continuing education for the teacher. There is an endless wealth of cultural information entailed in the francophone world. Every year, a teacher, if he or she so desires, can gain more information about a specific francophone area or country. Thus, the teaching of francophone cultures is a way for teachers with more experience to avoid "burnout." New information can be integrated into the classroom every year, keeping lessons ever-changing and exciting.

A final consideration about including francophone cultures in the French classroom is my personal opinion about the ideal situation in which to teach these cultures. For the most thorough, comprehensive inclusion of francophone cultures, I believe there should be a one year cultural course taught at the third year university level of French. Students at this level would not be taking the course for grammar structures, but instead as an intensive

cultural course. An in depth look at the various countries could be accomplished in a year, and student could have a better look at the cultural differences and similarities that exist in the francophone world. They would then be prepared to disseminate that cultural knowledge to future generations of students in the classroom.

Appendix A

The Francophone Countries

Canada - Quebec

United States - New England

New Orleans

Haiti

Guadeloupe

Martinique

French Guiana

Belgium

Luxembourg

Switzerland

France

Monaco

Tunisia

Morocco

Tunisia

Algeria

Niger

Mali

Senegal

Burkina-Faso

Togo

Chad

Benin

Cameroon

Gabon

The Republic of the Congo

Zaire

Madagascar

Reunion

Burundi

Rwanda

Djibouti

Lebanon

Laos

Vietnam

Cambodia

New Caledonia

Mauritania

Guinea

Ivory Coast

Appendix B

Francophone Artists

Literature

Tahar Ben Jelloun (Morocco)
Amin Maalouf (Libyan)
Hampate Ba (Malian)
Simenon (Belgium)
Francoise Mallet-Jorris (Belgium)
Aime Cesaire (Martinique)
Leopold Senghor (Senegal)
Leon Damas (French Guiana)
Pham duy Khiem (Vietnam)
Marie-Therese Colimon-Hall (Haiti)
Gabrielle Roy (Quebec)
Suzanne Dracios-Pinalie (Martinique)
Abdelhak Serhane (Morocco)
Martine Jacquot (New England)
Ousmane Sembene (Senegal)
J.B. Loutard (Congo)
Albert Camus (Algeria/France)
Myriam Warner-Vieyra (Guadeloupe)
Kama Kamanda (Zaire)
Gaelan Brulotte (Quebec)
Assia Djebar (Algeria)
Camara Laye (New Guinea)
Birago Diop (Senegal)
Cheickh Hamidou Kane (Senegal)
Dominique Noye (Cameroon)
Alexandre Dumas (Haiti/France)
Victor Sejour (Haiti/New Orleans)
Madiya Clementine Nzuji (Zaire)
Tchicaya u Tam'si (Congo)

Music

Manu Dibango (Cameroon)
Roch Voisine (Quebec)
Maurane (Belgium)
Angelique Kidjo (Benin)
Eicher (Switzerland)
Compagnie Creole
(Antilles)

Cinema

Idrissa Ouedraogo
(Burkina-Faso)
Alain Tanner
(Switzerland)
Gilles Charles (Quebec)
Claire Denis (Cameroon)

Appendix C

Francophone Questionnaire (Circle answers)

Name_____

Date_____

1. Before doing project 1, did you know the number of countries where French was spoken?

Yes, all of them I knew of some I knew of France No

2. Did you develop an interest in learning more about the countries where French is spoken besides just France?

Yes, greatly Yes, some interest No, no interest

3. Have you already decided on a country that you would like to work on for the second project next quarter?

Yes No If yes, which country?_____

4. If you have taken French classes before this one, did you learn about countries where French was spoken besides just France?

Yes, many countries Yes, some countries No

I have not taken other classes in French

5. List two cultural facts that you learned while doing your project that do not pertain to France, but to other francophone countries.

_____

_____

_____

_____

Thanks!

Appendix D

Francais
M. Wiley

Nom_____
Date_____
Class Level_____

1. What does francophone mean?

2. Where are the francophone countries of the world? Can you name them, or some of them?

3. What projects did you do this semester relating to francophone cultures. Please describe them in some detail. Please include whether the project was based on literature, film, music, independent research, the text, etc...

4. How did you feel about learning about francophone cultures? Did you like it? Did you think it was hard? easy? Interesting? Tedious?

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5. The francophone world is vast. Do you feel that the various cultures were sufficiently covered? Why or why not?

6. Are you interested in learning more about the francophone world? How so? or Why not?

7. Please include any other comments you may have regarding our study of francophone cultures below.

Appendix E

Student Interview Questions

The following questions were asked during the one-on-one student interviews.

Question 1 - Please state your name, your year in school, the level of French you are currently enrolled in, and today's date.

Question 2 - Do you like learning about cultures other than your own? Why or why not?

Question 3 - How would you define francophone cultures?

Question 4 - Have you been exposed to francophone culture before your French class? (the class you are currently enrolled in?) If so, when and how so?

Question 5 - Now, what are your general impressions of the francophone world and the variety of cultures that it entails?

Question 6 - What are your general impressions about how the cultures of francophone countries have been presented to you in class?

Question 7 - Are you interested in other cultures where French is spoken more, less or the same than the culture of France itself? and why?

Question 8 - Did you learn from other peoples' projects in class?

Question 9 - Do you have any other comments you would like to make about the class, or the teaching of francophone cultures?

Appendix F

Francais 1
Projet 1

Le monde francais

For this project you have a choice between;

-a paper (2-3 pages)
-a speech (5-6 minutes)
-an art project of some kind or another (Check with M. Wiley)

No matter which project you choose, the following material must be covered;

- the countries where French is spoken
- the importance of learning about them for the French language and for other reasons
- why we should study them and not just France

The project is due October 10th, but I need to know what project you are doing on September 9th.

If you have any questions, don't hesitate to ask me. Luckily for you, this one is in English.

Appendix G

Français 2
Projet 1

La geographie francophone

Pour ce projet, vous avez un choix entre;

-Une carte d'une region francophone du monde
entre -
1. L'Amerique du Sud et L'Amerique du Nord
(N'oubliez pas les îles)
2. L'Afrique
3. L'Europe
4. L'Asie et les îles prés d'Australie

-Un discours de 4 minutes qui dit les pays ou le français est parlé et pourquoi c'est important de les etudier pour la langue et pour la vie.

Si vous faites une carte cette fois, une autre fois vous allez faire un discours et vice versa.

VOUS AVEZ JUSQU'AU 10 OCTOBRE POUR FINIR VOTRE PROJET
VOUS AVEZ JUSQU'AU 9 SEPTEMBRE POUR ME DIRE QUEL PROJET QUE VOUS AVEZ CHOISI.

Si vous avez des questions, n'hesiter pas à me demander.

Appendix H

Français 3/4
Projet 1

Les gens francophone

Pour votre premier projet, vous avez un choix. Vous pouvez écrire un papier (2-3 pages), faire une parodie (seul ou avec une partenaire, au moins 5 minutes), ou un projet d'art d'une sorte ou d'une autre (Il faut le dire à M. Wiley). Ce projet est au sujet des pays francophones en generale.

N'importe quel projet que vous choisissez, il faut que le projet inclu;

- les pays ou les gens francophone habitent
- quelques (au moins 5) details des differences culturelles entre ces pays
- l'importance d'étudier ces pays pour le français et pour la vie.

Il faut savoir que si vous decidez de faire le papier cette fois, la prochine fois il faut choisir un autre projet. La même chose pour les autres choix.

VOUS AVEZ JUSQU'AU 10 OCTOBRE POUR FINIR LE PROJET.
VOUS AVEZ JUSQU'AU 9 SEPTEMBRE POUR ME DIRE QUEL PROJET QUE VOUS AVEZ CHOISI.

Si vous avez des questions, n'hesiter pas a me demander.

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Appendix I

Français 1
Projet 2
M. Wiley

Here is what you are to do for your project this quarter;

Choose a francophone country that interests you (France is not an option), and make a cultural presentation that will be done in front of class.

The cultural details that you present are your choice, but you must;

- -use visuals
- -present between 5 to 7 minutes
- -use French pronunciation of the country and speak in French when possible

I need to know your country choice **lundi, le 25 novembre**

Presentations begin **le 16 décembre**

Appendix J

Français 2
Projet 2
M. Wiley

Voici ce qu'il faut faire pour vos projets de ce quartier;

Choisissez un pays francophone qui vous intêresse (personne ne peut choisir la France), et formuler une présentation culturelle qui va être faite devant la classe.

Les détails que vous présentez sont à votre choix, mais il faut;

- -utiliser les visuelles
- -parler uniquement en français
- -présenter pour 5 à 7 minutes

Je dois savoir le pays de votre choix LUNDI, LE 25 NOVEMBRE

Les presentations commencent **le seize décembre!**

Appendix K

Français 3/4
Projet 2
M. Wiley

Voici ce qu'il faut faire pour vos projets de ce quartier;

Choisissez un pays francophone qui vous intêresse (personne ne peut choisir la France), et formuler une présentation culturelle qui va être faite devant la classe.

Les details que vous présentez sont vos choix, mais il faut;
-utiliser les visuelles
-parler uniquement en français
-présenter pour 5 à 7 minutes

Je dois savoir le pays de votre choix LUNDI, LE 25 NOVEMBRE

Les presentations commencent **le seize décembre!**

Appendix L

Français 1

M. Wiley

LES CHANSONS VOYAGEURS

When you go traveling, do you find that to break the monotony of the trip, you and the people you are with end up singing songs or playing games? What kind of songs do you sing? What games do you play? Why? If you do not sing or play games, do you listen to music? Why?

Songs have always been an important part of traveling, for many of the same reasons that you thought about for the questions above. Here is some background on some other travelers, and the songs that they sang during their voyages.

The voyageurs were the French-Canadian canoe men of the North American fur trade. They sang as they paddled birchbark canoes over the rivers and lakes of the continent from Montreal to the Pacific in the 17th, 18th and early 19th centuries. Their songs were adapted to accompany the motion of paddles dipped in unison, and they also contributed to the morale of the paddlers.

Appendix M

Français 2
M. Wiley

Nom_____
Date_____

CHOCOLAT

Pendant que vous regardez ce film, il faut que vous pensiez aux differences et aux similarites culturelles entre les personnages et nous. Remplissez ce papier (en français ou en anglais) avec l'information du film. Vous allez utiliser cette information pour écrire une page en français plus tard.

Dans quel pays est-ce que le film se passe?

Quelles sont les détails -
de la géographique

des maisons

des vêtements

de la méthode de transport

de la nourriture

des langues (Quels langues sont parlées dans le film?)

de la musique

de la religion

Qui sont les personnages principaux dans le film?

Est-ce que vous aimeriez habiter dans ce pays? Pourquoi ou pourquoi pas?

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Appendix N

Français 2 Nom_____
M. Wiley Date_____

Ecrivez une papier au sujet du film, Chocolat. Le premier paragraphe devait être au sujet de la culture du pays où le film se passe. Discutez les differences et les similarities entre ce pays et les Etats-Unis.

Le deuxième paragraphe devait consister en vos sentiments du film. Est-ce que vous avez aimé le film? Pourquoi ou pourquoi pas. Expliquez.

Pour finir, écrivez un paragraphe qui dit si vous voulez habiter en ce pays ou si vous voulez le visiter. Expliquez pourquoi ou pourquoi pas.

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Appendix O

"Bonjour Maman! Bonne fête Maman!"

Appendix P

Français 3

M. Wiley

Nom_____
Date_____

Dans l'histoire, "Bonjour Maman! Bonne fête, Maman!", vous avez appris quelques détails culturels du pays Haiti. Ecrivez une page qui explique ce que vous avez appris. Vous pouvez faire des comparisons entre l'Haiti et les Etats-Unis.

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